**‘WORCESTERSHIRE FRAMEWORK FOR EVALUATING THE EFFECTIVENESS OF THE SCHOOL’S PROVISION**

**FOR PREVIOUSLY LOOKED AFTER AND CHILDREN LOOKED AFTER**

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| 1. **Outcomes for pupils** |  | **Expectation of Schools** | **Indicator of Good Practice** | **RAG** | **Evidence to support assertion** |
|  | 1.1 | CLA (Children Looked After) and PLAC (Previously Looked After Children) are supported to achieve in line with their peers making appropriate progress from their starting points | Across the last 3 years CLA and PLAC have consistently made expected progress and often made better than expected progress |  |  |
| Across the last 3 years the gap between progress and attainment of CLA and PLAC that of their peers has narrowed so that the achievement of CLA and PLAC is more in line with national averages |  |  |
| 1.2 | The school has a culture of high achievement and aspiration for CLA and PLAC | All CLA and PLAC contribute to the PEP. Older pupils describe their aspirations for their future and suggest ways to boost their achievements |  |  |
| Across a 3-year period the proportion of CLA and PLAC moving from Year 11 into EET (Education, Employment or Training) is at least in line with CLA and PLAC pupils nationally |  |  |
| 1.3 | The school sets appropriately challenging attainment targets for individual CLA and PLAC | CLA and PLAC know their attainment targets. They are able to describe how they are doing against them, the targeted provision in place to support them and the actions they need to take to achieve or exceed them |  |  |
| Subject/class teachers contribute to education targets and strategies in the PEP. They monitor the impact of these strategies and provide feedback to the CLA and PLAC and the DT on a regular basis |
| DTs enter detailed, personalised and appropriately challenging targets on to the e-PEP **prior** to termly contact with PEPCo/Area Learning Advocate. |
| The DT ensures that each target has clear and measurable success criteria |
| Progress of CLA and PLAC is closely tracked and monitored by the DT (Designated Teacher) e.g. pupil progress meetings, work scrutiny, lesson drop ins, pupil voice - in order to effectively evaluate the impact of provision on learning/wider outcomes and inform next steps |
| JUDGEMENT; **(Tick as Appropriate)**  **Ineffective /** **Developing** **/** **Effective** | |  |  |  |  |

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| **2. Behaviour, attitudes and personal development** |  | **Expectation of Schools** | **Indicator of Good Practice** | **RAG** | **Evidence to support assertion** |
| 1. **Safeguarding** | 2.1 | All school staff understand the particular safeguarding risks that can accompany CLA and PLAC and act to minimise/overcome them | The DSL (Designated Safeguarding Lead) ensures safeguarding issues relating to CLA and PLAC are appropriately and swiftly addressed. There are systems in place for the named Governor to routinely hold the school to account for issues related to the behaviour, safety and well-being of CLA and PLAC |  |  |
| 1. **Exclusion** | 2.2 | When considering exclusion, the Headteacher and the Governing Body must have regard to the Secretary of State’s guidance on exclusion.  School leaders understand the particular impact exclusion can have on CLA and PLAC care placements and consider permanent exclusion only as a very last resort.  The school is consistent in its approach and endeavours to treat CLA and PLAC the same as their peers but with discrete flexibility where appropriate | Where a fixed term exclusion cannot be avoided ‘1st day cover’ (i.e. appropriate work sent home) is provided by the school to ensure there is no break in learning for the CLA and PLAC |  |  |
| Across a 3-year period fixed term exclusion rates for CLA and PLAC are similar or less to those for CLA and PLAC pupils nationally.  School always has a conversation with the VSH/Local Authority before issuing an exclusion for a CLA and PLAC |  |
| Across a 3-year period no CLA and PLAC has been permanently excluded from the school |  |
| 1. **Attendance** | 2.3 | Given the particular safeguarding risks that can accompany CLA and PLAC status the school acts swiftly to minimise/overcome absence | Across a 3-year period attendance rates for CLA and PLAC are similar or better to those for CLA and PLAC pupils nationally i.e. 95% or better |  |  |
| Any requests for ‘holidays’ in term time are signed off by the VSH as well as the school Headteacher |  |
| 1. **Admissions** | 2.4 | Schools adopt statutory admissions criteria. The ethos of the school welcomes CLA and PLAC throughout the school year and their admission is prioritised (e.g. they are at the top of any oversubscription criteria) | The school swiftly admit CLA and PLAC so that the risk of a break in education or placement breakdown is minimised. The number of days lost to education is reduced to a minimum. |  |  |
| 2.5 | The DT obtains relevant information and liaises with school staff and relevant agencies/services as soon as the school is named for the CLA and PLAC.  Placement should occur within 20 working days of the child becoming Looked After | School staff are alert to the needs of CLA and PLAC and respond positively to any initial difficulties with learning, social/emotional needs and/or well-being |  |  |
| CLA and PLAC are aware of the named person they can contact from day 1 in school.  The named person ensures they are available to CLA and PLAC and develop effective and timely mechanisms for communication |  |
| Carers receive daily updates during the CLA’s and PLAC first 4 weeks at the school and these updates continue as agreed are appropriate |  |  |
|  | The new CLA and PLAC receives positive, appropriate and friendly peer group support |  |  |
|  | | JUDGEMENT; **(Tick as Appropriate)**  **Ineffective /** **Developing** **/** **Effective**  Tick box |  |  |  |

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| 1. **The quality of education** |  | **Expectation of Schools** | **Indicator of Good Practice** | **RAG** | **Evidence to support assertion** |
| **a. Teaching & Learning** | 3.1 | The school understands the needs of individual CLA and PLAC and personalises the provision to meet those needs | CLA and PLAC routinely receive high quality teaching and where appropriate, further targeted support from other skilled and experienced members of staff |  |  |
| The curriculum is appropriately differentiated/ personalised in order to meet the young person’s individual learning needs. |  |  |
| Enhanced/additional provision to target specific needs is carefully monitored and demonstrates impact on learning/wider outcomes. |  |  |
| Any alternative provision is planned as part of a PEP review. Provision should enable the CLA and PLAC to develop appropriate personalised skills e.g. academically, socially and emotionally. |  |  |
| The school works in close partnership with Alternative Providers to ensure that provision is regularly reviewed on a fortnightly basis, good progress is made by CLA and PLAC and appropriate next steps are identified to reintegrate the young person back into school in a timely manner (6 wks).  At Key Stage 4 the school ensures continuity of learning which leads to accredited qualifications.    The school has facilitated staff training to meet the particular needs of CLA and PLAC, for example Trauma and Attachment difficulties. All staff have undertaken such training. |  |  |
| CLA and PLAC are proportionately represented on study support or similar programmes as well as in extra-curricular activities. The school’s charging policy is sympathetic to the needs and home situation of CLA and PLAC. |  |  |
| **b. Individual Needs (including SEND)** | 3.2 | All schools must have a Special Educational Needs Coordinator (SENCo) who is a qualified teacher and senior leader | Across a 3-year period CLA and PLAC identified on the SEN register, including those with with an EHC Plan make good progress from their starting points and achieve the outcomes detailed in the Plan.  EHCPs will be reviewed annually in line with the SEND Code of Practice and LA guidance.  The school SENDCo will lead the EHCP review process.  The PEP targets will support the outcomes identified within the EHCP.  A copy of the EHCP and/or SEND support plans to be attached to the PEP document.  This needs to be incorporated into their Pathway Plan |  |  |
| 3.3 | All schools are required to follow the Code of Practice for SEND in line with national reforms | The Care Review and Annual EHCP Review cycle are aligned so that the PEP process will support and make a positive contribution to EHC Plan reviews |  |  |
| 3.4 | The Governing Body actively respond to any issues related to CLA and PLAC with SEND | The named Governor for CLA and PLAC meets the DT, the SENDCo, and the named SEND Governor on at least an annual basis (good practice – termly) to discuss how their collaboration can support CLA and PLAC children and young persons who have identified SEND needs to achieve desired outcomes and to resolve any issues arising from their overlapping responsibilities |  |  |
|  | 3.5 | Where there are identified SEND needs, school DT and SENDCo to liaise to share information regarding targets, intervention and progress. | DT to co-ordinate with SENDCo and class/subject teachers to support PEP process Where appropriate SENDCo to attend PEP review.  Information relating to child/young person is gathered and shared via the PEP document with professionals ahead of the PEP meeting. |  |  |
|  | 3.6 | SEND needs relating to SEMH, and specifically around childhood trauma are identified and well planned for. | All members of staff have received appropriate training and are equipped with the strategies to meet the needs of individual children, where the need arises. Schools policies relating to behaviour, pastoral support etc reflect this high-quality practice. |  |  |
| **c. Personal Education Planning** | 3.7 | School and the Local Authority (LA) which looks after the child have a shared responsibility for helping CLA and PLAC to enjoy and make good progress in their learning.  They should work in partnership (with other agencies as necessary) to fulfil this responsibility.  The DT has lead responsibility for the development and  implementation of the PEP  within school | The DT regularly reports (good practice - termly) on trends for CLA and PLAC in their report(s) to governors (VS DT report to Gov CLA and PLAC Template). This includes the attainment, progress, behaviour, attendance and participation of CLA/PLAC and compares that to those of CLA and PLAC peers nationally.  The school invites all professionals named on PEP to annual EHCP reviews.  Interim/termly reviews are scheduled in order to track progress through the plan. |  |  |
| 3.8 | The DT ensures the PEP adheres to Virtual School standards and statutory timescales for completion.  The DT actively contributes to PEP meetings and provides clear evidence of the provision and monitoring of CLA’s progress | The school’s view is represented at the Care Review and the DT responds appropriately to requests from the Independent Review Officer. |  |  |
| The DT monitors progress against PEP targets between PEP meetings and is pro-active in calling for early reviews of the PEP where there is a risk of targets not being met.  Targets are prioritised against the individual’s specific needs and are tailored to improve outcomes.  Targets are SMART and ensure thatthe young person makes good or better than expected progress – against their own appropriately challenging targets.  Subject specific staff contribute to the targets and monitor their impact on a regular basis.  SENDCo contributes to the targets, where appropriate, and monitors their impact on a regular basis. |  |
| 3.9 | The PEP meeting should include:the CLA, the child’s Social Worker (SW); the carer; the DT and where relevant, other school staff and representatives of any agencies/ services working with the child | The child knows who the DT is and how to access their support. An identified person (mentor) is allocated alongside the DT (e.g. teacher, TA, Head of Year) for the young person to access on-going guidance and support as appropriate |  |  |
| The DT ensures that there is appropriate information sharing with relevant school staff to ensure that children/young people are supported in an informed way |  |
| The school successfully enables the CLA and PLAC to contribute to the PEP meeting either in person or by other means. Their contributions indicate that they feel supported in their learning, have the opportunity to succeed and are positive about school.  Any issues arising are swiftly addressed and resolved in partnership with the CLA and PLAC |  |

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|  | 3.10 | The PEP should set high expectations for progress and put in place the additional support the CLA needs in order to succeed. It may involve Health and/or Social Care but also forms a record of the child’s educational achievements and participation | The DT is empowered to act on behalf of the school when agreeing targets and the actions planned & resource deployment necessary to support their achievement. PEP Coordinators/Area Learning Advocates can support and challenge where necessary |  |  |
| Progress towards meeting targets is reviewed regularly so that PEP completion is part of a cycle of planning that responds to the changing needs of the child and their achievement |  |  |
| 3.11 | Pupil Premium Plus (PP+) provides support beyond that which a school **would normally be able to meet from within its delegated budget** to enable good progress for CLA and PLAC | The PP+ budget is managed by the DT and is held accountable by Governors to ensure it has an impact on the attainment and progress of CLA and PLAC. |  |  |
|  |  | Across the last 3 years the PP+ budget has positively impacted on the academic outcomes, social and emotional well-being of CLA and PLAC. |  |  |
|  |  | PP+ impact reports are presented following each PEP meeting to Senior Leaders, Governors and the Virtual Head who provide appropriate challenge in order to ensure improved quantitative and qualitative outcomes for CLA and PLAC |  |  |
| JUDGEMENT; **(Tick as Appropriate)**  **Ineffective /** **Developing** **/** **Effective**  tick box | |  |  |  |  |

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| 1. **Effectiveness of leadership and management** |  | **Expectation of Schools** | **Indicator of Good Practice** | **RAG** | **Evidence to support assertion** |
| 1. **The role of the school Governing Body or Board** | 4.1 | The Governing Body fully implement their statutory duties | The Governing Body has a named Governor for CLA and PLAC who has undertaken a breadth of relevant training to improve their understanding of the issues affecting CLA and PLAC and ensure that they are an effective advocate for CLA and PLAC |  |  |
| The named Governor for CLA and PLAC influences school policies and their implementation as part of their advocacy role on behalf of CLA and PLAC |  |  |
| 4.2 | Resources are allocated to  enable the DT to carry out  their role effectively | The named Governor for CLA and PLAC ensures that the views and the professional advice of the DT are taken into account when resources are allocated. E.g. to enable staff to undertake up-to-date training to support CLA and PLAC effectively |  |  |
| 4.3 | The Governing Body receives regular reports from the DT which contain relevant information relating to CLA and PLAC | The named Governor for CLA and PLAC meets with the DT each term and keeps the Governing Body informed about provision, the attainment and progress of CLA and PLAC and the impact that any devolved PP+ funding is having on educational and wider outcomes. |  |  |
| 1. **The roles and responsibilities of the Designated Teacher (DT)** | 4.4 | The Governing Body has identified a named Designated Teacher for CLA and PLAC | A named and suitably trained member of the Senior Leadership Team (SLT) is responsible for fulfilling the duties of the Designated Teacher (DT) and advocates on behalf of CLA and PLAC |  |  |
| 4.5 | The Head Teacher, supported by the DT, ensures that lines of communication between the school and Virtual School are swift and effective.  The DT should have the lead responsibility for enabling school staff to effectively meet the needs of CLA/PLAC | The DT has PEP Coordinator/Area Learning Advocate and Previously Looked After Advisor contact details for each CLA and PLAC. The DT swiftly liaises with VS for any further advice and support or to inform the VS of changes to the young person's education |  |  |
| School staff access up-to-date training provided by the DT, supported by other agencies/ services/professionals, on the specific needs of CLA and PLAC including the impact of early loss and trauma on their emotional health and well-being.  The DT routinely evaluates the impact of this training in improving the quality of provision and outcomes.  The DT monitors staff expectations and the breadth of opportunities provided for CLA and PLAC to reach their full potential |  |
| 4.6 | The DT ensures the school’s approach is inclusive and provides a personalised approach.  Confidentiality is maintained. | The impact of Pupil Premium Plus funding is recorded on the school’s website without identifying individuals.  The school keeps detailed records of how the Pupil Premium for CLA and PLAC in their school has been spent and the impact it has made on the attainment, progress and well-being of individuals. |  |  |
| 1. **Partnership working** | 4.7 | The DT is the known key point of contact for carers and outside agencies | The DT is effective in meeting the needs of CLA and PLAC through working collaboratively with staff, outside agencies, carers, Virtual School, Schools/Colleges/Universities, Alternative Providers |  |  |
| 4.8 | The school has an obligation to ensure they provide accurate information about CLA and PLAC to any new school the young person will attend | There is direct contact between the DT of the ‘current’ school and the DT in the ‘next’ school prior to the child moving. Meetings are held to discuss the young person and to identify what support may be needed to ensure a smooth transition. The DT organises extra transition days/afternoons where appropriate to ensure a highly personalised approach |  |  |
| 4.9 | Policies are in place within school that enable effective partnership with carers. The DT takes the lead and facilitates implementation | Contact with carers builds an ongoing positive working relationship. Termly meetings are scheduled to discuss the child/young person's academic progress and wider outcomes |  |  |
| 4.10 | Those who need to know (e.g. teacher of CLA/SLT and school admin) are clear about the care status of the child and who has parental responsibility  (PR) | The attendance of carers/other relevant adults at parent/carer information/consultation meetings etc. is recorded by the school and, where adult attendance is poor, the DT and Social Worker swiftly informs the VS |  |  |
| 4.11 | The DT engages positively with the VS to ensure CLA and PLAC reach their potential | The DT responds swiftly to requests for information from the VS and keeps them fully informed about attainment, progress and provision for CLA and PLAC. DT provides an early alert to the VS in relation to any barriers which may hinder a young person’s progress or impact on their well-being |  |  |
| 4.12 | The school is aware of the external support that is available and how to access it | The school’s relationship with other agencies/professionals is pro-active and timely, anticipating need before it becomes critical. |  |  |
| 1. **Transitions** | 4.14 | The VS must be contacted where a CLA has an “in year” change of school | Over last 3 years CLA and PLAC have made good progress in the term following their transition |  |  |
| Children/young people’s contribution to their first PEP in the school reflects their smooth integration. The DT and PEP Coordinator/ Area Learning Advocate ensures all the necessary information is gathered to enable a successful transition |  |  |
| 4.15 | **Early Years to Reception**  In collaboration with the VS and other agencies, the school/setting considers any request for deferred entry to full time education for reception aged children with a summer birthday | Appropriate provision is implemented to support transition and ensure the child/young person is well supported in both their academic and social/emotional needs.  Professionals report the CLA and PLAC is demonstrating behaviours that indicate they feel safe and secure following the transition |  |  |
| 4.16 | **First/Primary to Middle/Secondary Education**  DT to meet with carers at the beginning of September in the child’s final year to ensures that carers have chosen an appropriate Middle/Secondary setting and have submitted the required application forms | Any specific support for learning and/or well-being is in place prior to the first day in the new Middle/Secondary School. Preparatory meetings are held to discuss the young person and to identify what support may be needed to ensure a smooth transition. DT to organise extra transition days/afternoons where necessary to ensure a personalised approach. |  |  |
|  | **Secondary to post 16 education**  For schools and colleges with a Sixth Form, Post-16 PEPs continue until 18. | The DT supports the CLA and PLAC with their option choices, career advice and guidance |  |  |
| 4.17 | The DT ensures that the last Year 11 PEP/Pathway Plan records future ambitions and aspirations, a record of careers guidance/advice received together with potential placements. |  |  |
| The school actively supports CLA and PLAC in their post -16 pathway choices.  Schools/colleges support CLA 16-18 Pathway Plans. |  |
|  | | JUDGEMENT; **(Tick as Appropriate)**  **Ineffective /** **Developing** **/** **Effective**  tick box Tick box Tick Box |  |  |  |
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| **OVERALL JUDGEMENT:**  The effectiveness of the school’s provision for CLA | **INEFFECTIVE** | **DEVELOPING** | **EFFECTIVE** |

**In coming to a judgement under Section 1, 2, 3 and 4:**

* If **MORE THAN HALF** of Indicators of Good Practice **ARE NOT** evidenced as delivered, then the judgement for that Section must be ‘**INEFFECTIVE’**;
* If **ALL** the Indicators of Good Practice **ARE** evidenced as delivered then the judgement under that heading is ‘**DEVELOPING’**;
* If **ALL** the Indicators of Good Practice **ARE** being delivered effectively **AND** **ALL** are supported by strong evidence, then the judgement is ‘**EFFECTIVE’.**

***STATUTORY GUIDANCE***

* Promoting the Education of Looked After and Previously Looked After Children, Statutory Guidance for Local Authorities (DfE, February 2018)
* The Designated Teacher for Looked After and Previously Looked After Children, Statutory Guidance on their roles and responsibilities (DfE, February 2018)
* Keeping Children Safe in Education (DfE, 2018)
* Special Educational Needs and Disability Code of Practice: 0 to 25 years: Statutory Guidance for Organisations who work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE, 2015)
* Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A Guide for those with Legal Responsibilities in Relation to Exclusion (DfE, 2017)
* Ensuring a Good Education for Children Who Cannot Attend School because of Health Needs (DfE, 2013)
* Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE, 2014)
* Children Missing Education Statutory Guidance (2016)
* Elective Home Education; Guidelines for Local Authorities (2013)
* Alternative Provision (DfE, 2013)

**ACTION PLANNING – Next Steps**

**Based on the evaluative RAG judgements and evidence base collated, identify next steps to further improve practice, provision and outcomes for Looked After Children and Previously Looked After Children**

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| ***Key Aspect*** | ***Priority Actions*** | ***Lead/Timescale/***  ***Resources*** | ***Success Criteria*** | ***Monitoring (Who? How?)*** | ***Evaluation (inc. RAG)*** |
| **Outcomes for pupils** |  |  |  |  |  |
|  |  |  |  |  |
| **Personal development, behaviour and welfare** |  |  |  |  |  |
|  |  |  |  |  |
| **Quality of teaching, learning and assessment** |  |  |  |  |  |
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| **Effectiveness of leadership and management** |  |  |  |  |  |
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